

End-point assessment plan for Junior VFX Artist (Generalist) apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0903	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Junior VFX Artist (Generalist) apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Junior VFX Artist (Generalist) apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: VFX Project with presentation and supplementary questioning

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 18 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 <p>Apprentices must:</p> <ul style="list-style-type: none"> • Submit a portfolio of evidence to underpin the Professional discussion <p>The project's subject, title and scope will be agreed between the employer and the EPAO</p>
End-point assessment (which will typically take 4 months)	<p>Assessment method 1: VFX Project with presentation and supplementary questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 2: Professional discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 4 months, after the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The grading and outcome of an assessment method need not be known before advancing to the next assessment method.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For VFX Project with presentation and supplementary questioning:

The project's subject, title and scope will be agreed between the employer and the EPAO

For Professional discussion underpinned by portfolio, the apprentice will be required to submit:

- A portfolio of evidence to underpin the professional discussion.
- The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2.
- There must be evidence relating to each knowledge, skill and behaviour mapped to AM2.
- One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be typically 15 pieces of evidence. Where there are commercial sensitivities, evidence may not be available in advance of the assessment (the Independent Assessor will need to view any confidential material during the professional discussion).
- The portfolio should cover the KSBs for the assessment method it is underpinning and of activities that have been completed and referenced against the KSBs, supported by appropriate evidence, this could include:
 - work products
 - typically 2-3 completed matchmove shots
 - model
 - texture map
 - puppet rig and blocked animation
 - work instructions
 - safety documentation
 - company policies and procedures as appropriate to the activities.

This is not a definitive list; other evidence sources are possible.

- Progress review documentation, witness testimonies, and feedback from colleagues and/or clients may also be included. Any employer contributions should focus on direct observation of performance rather than opinions.
- Reflective accounts and self-assessments must not be included as evidence.

- The apprentice's employer will typically support the development of the portfolio in accordance with company policy and procedures, although the EPAO will provide further guidance on the content. The Manager/Mentor must sign off the portfolio thereby authenticating it.
- The portfolio of evidence itself is not assessed; it is used to inform the supplementary questioning for the professional discussion.
- A copy can be retained by the apprentice and brought by them to the professional discussion.

Assessment methods

Assessment method 1: VFX Project with presentation and supplementary questioning (This assessment method has 2 components.)

Assessment method 1 component 1: VFX Project

Overview

The VFX project is completed after the apprentice has gone through the gateway. All work that the project is based on is completed after the apprentice has gone through the gateway.

The VFX project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

The project will cover the apprentice's creation of a VFX shot and the development of a shot breakdown. The EPAO will work with employers to agree the project brief and source material.

The rationale for this assessment method is:

This replicates the project-based approach adopted in the workplace. The end-to-end process would take too long to be observed. This method can evidence a broad range of knowledge and skills.

Delivery

The outcomes of the VFX Project are the development of VFX assets.

The VFX project is completed after the apprentice has gone through the gateway process. The apprentice will have 8 weeks to complete and submit their project and presentation after passing through gateway. Typically, the project will take a total of 8 working days to complete.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls apply to undertaking the project

The project is produced in the form of a completed VFX shot and breakdown (electronic asset).

The apprentice will be given a brief with tracking information and a piece of live action footage without LiDAR (Light Detection and Range) or lens information.

As a minimum all VFX projects must include:

- A completed shot, typically lasting 15-20 seconds in duration.
- A shot breakdown which explains what has been done and describes the technical and creative approach taken. This will include defining planes, introducing wireframes, introducing geometry and rotoshapes.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method. When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO. The grading of this entire method will be carried out holistically and any feedback and grading will be advised in a timely manner.

Supporting material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Examples of projects

Assessment method 1 component 2: Presentation with supplementary questioning

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the VFX shot and breakdown created by the apprentice and will provide an overview of their VFX project.

The presentation should cover:

- an introduction
- the scope of the project
- how the VFX shot was created and met the brief
- how the on-set data and information in order to develop the shot and breakdown was analysed, interpreted and used to meet the needs of the project
- justify the approach and processes taken to create the breakdown

The rationale for this assessment method is:

Within their daily work they are expected to explain their work, justify the approach they've taken and answer questions. This method also enables a broad range of KSBs to be tested along with their depth of understanding.

Delivery

The presentation will be completed and submitted along with the project, within 8 weeks of passing through the gateway. The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The Apprentice will be given 10 working days notice of the presentation to enable them to prepare.

The presentation and supplementary questioning will last for 60 minutes. This includes a presentation of typically 30 minutes and supplementary questioning lasting typically 30 minutes. The independent assessor has the discretion to increase the time of the presentation and questions by up to 10% to allow the apprentice to complete their last point.

The purpose of the supplementary questioning is to explore aspects of the project, including how it was carried out and assess the apprentice's depth of understanding, skills and behaviours. The questions will be drawn from a question bank supplied by the EPAO, but the independent assessor may also generate their own questions pertinent to the project and presentation. Follow-up questions are allowed and do not form part of the question number count. This must be in-line with the EPAO's training and moderation process.

The independent assessor will ask a minimum of 5 questions at the end of the presentation. These will be used to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs.

To deliver the presentation, the apprentice will have access to:

- presentation software
- videos
- interactive demonstrations
- computer
- notes
- work products

The presentation will be conducted as follows:

- The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.
- The way in which the content of the presentation is delivered is not prescriptive.
- The apprentice must outline details of visual aids to be used and specify any equipment required when given notice of the presentation by the EPAO.

The independent assessor will make the grading decision based on the project, presentation and the supplementary questioning.

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and supplementary questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)

The venue should be a quiet room, free from distraction and external influence.

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content,

are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of supplementary questioning and reaching consistent judgement.

Alternative questions must be used in the event of a resit/retake.

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- outline of the assessment method's requirements
- marking materials
- guidance documentation to support the apprentice
- question bank

Assessment method 2: Professional discussion underpinned by portfolio (This assessment method has 1 component)

Assessment method 2 component 1: Professional discussion underpinned by portfolio

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

This method can be used for synoptic assessment of knowledge, skills and behaviours. This method also helps to assess their in-depth understanding of their work and covers aspects of the occupation that are difficult to observe and take place in restricted and confidential settings. This is a consistent method that applies across work settings in the industry. It is reflective of industry best practice for reporting orally on projects and justifying decisions taken. It also replicates the approach taken to reviewing candidate performance used in industry.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustments Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The Apprentice will be given 10 working days notice of the professional discussion to enable them to prepare.

The professional discussion will be conducted as set out here:

The professional discussion will be a two-way structured discussion between the apprentice and independent assessor. It will also cover the apprentice's achievements, the standard of their work and their approach. The portfolio of evidence will be used to inform questioning during the professional discussion. The professional discussion will be used to assess the VFX Artist on:

- Knowledge, skills and behaviours, mapped in the mapping table, using the apprentice's portfolio of evidence to underpin the discussion (the portfolio is not assessed).

Questioning will be used to authenticate evidence, experience and competence. The portfolio will be reviewed by the Independent Assessor to enable them to select appropriate questions to ask during the professional discussion.

The assessor will ask a minimum of 10 open questions which will be a combination of self-generated and question bank questions to ensure consistency in approach. Follow-up questions will then be used to draw out further evidence.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises – due to this involving assessment of sensitive materials that can't leave the building

Additional, specific venue requirements include:

- The apprentice will need to have access to a PC on the employer's secure network to reference examples which can't be shared externally due to confidentiality restrictions and commercial sensitivity.

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

Supporting material

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- question bank

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

Both assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: VFX Project with presentation and supplementary questioning

Fail - Does not meet the pass criteria		
KSBs	Pass – In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met	In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met
<p>K2 K3 K4 K5 K9 K18 K20 K21 K22 K23 K24 K25</p> <p>S1 S2 S3 S5 S9 S17 S18 S19 S20 S22 S23</p>	<p>Analyses the brief to establish production requirements and researches and collates the necessary reference materials and information required, including existing assets, to meet creative, narrative and technical expectations. K2 K4 S1</p> <p>Analyses alternatives to determine the most appropriate approach to carrying out the work and produces a schedule/plan which optimises resources and meets technical standards. K5 S3</p> <p>Justifies the selection of software and techniques, evaluating the implications of their use and how they can be customised to solve problems, taking into account the needs of other departments in the production pipeline. K3 S2</p> <p>Presents findings and conclusions explaining how on-set data and information has been analysed, interpreted and used in order to develop the shot and breakdown to meet the needs of the audience. K18 S9 S17</p> <p>Creates a VFX shot which incorporates accurate point tracks and planar tracks and demonstrates interpreting and correcting lens distortion, parallax and overscan in line with production requirements. Tracks cameras, markers and objects to meet production requirements, explaining the technical processes used and how efficiency and accuracy can be improved. K20 K21 K22 K23 S18 S19</p> <p>Uses modelling and manipulation of geometry for scene reconstruction through the development of VFX shot and breakdown. S20</p>	<p>Evaluates how potential issues with the specification and brief have been identified and mitigated, and how this had an impact on the final product. K2 S1</p> <p>Justifies the approach taken to produce the VFX shot and breakdown, balancing production requirements against cost, quality and resources. K5 S3</p>

	<p>Delivers the VFX shot and breakdown in the format specified in the project brief and in a way that ensures data integrity when transferring assets between storage systems. S22 S23</p> <p>Demonstrates how they store and manage assets to meet the requirements and expectations of the workflow, explaining the principles of: computer systems, IP networks and shared storage systems, including; production storage, shared storage, nearline storage and archive, whether on premises or in the cloud. K24 K25 S5</p> <p>Describes the value of VFX content and confidentiality to the business and its customers, why it is important to maintain data security, and the legal and regulatory requirements which apply to VFX assets such as copyright and intellectual property rights. K9</p>	<p>Explains how they have considered the next phase of the process, and identified ways in which the handover to the next stage can be improved. K25 S22 S23</p> <p>Evaluates the potential commercial impact upon the business if data integrity is compromised, balancing the need for data availability and data security. K9 K24 S5</p>
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Assessment method 2: Professional Discussion underpinned by portfolio

Fail - Does not meet the pass criteria		
KSBs	Pass - In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met	Distinction - In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met
<p>K1 K6 K7 K8 K10 K11 K12 K13 K14 K15 K16 K17 K19 S4 S6 S7 S8 S10 S11 S12 S13 S14 S15 S16 S21</p> <p>B1 B2a, B2b, B2c, B3 B4 B5 B6</p>	<p>Describes the VFX industry and the terminology, current tools and workflows used. K13</p> <p>Explains the context of own role, how they adapt to operational and creative changes as they occur and how they interact with: own team, the production pipeline, the workflow process and other departments. K11 K17 S14</p> <p>Explains the techniques they use to successfully manage and prioritise their workload both individually and as part of a team, providing an example of how they were flexible under pressure to bring multiple and simultaneous tasks to completion on schedule, including communicating progress and reporting issues as required. S7 S21 B4</p> <p>Explains how they ensure the quality of their work, showing evidence of paying attention to detail, including how and why they apply naming conventions, file formats and version controls, explaining how these impact on the requirements of the workflow. K6 K8 B1</p> <p>Justifies their selection of software to create: a model, a texture map, puppet rig and blocked animation to meet the requirements of the brief. K7 S4</p> <p>Explains the principles of 3D space, including projections and UV texturing. K1</p> <p>Explains how they have identified where their asset or shot fits within a sequence. K19</p> <p>Explains how they have applied organisational policies, standards and procedures to their own work for each of:</p> <ul style="list-style-type: none"> • health & safety • confidentiality • security, asset storage and • legal and regulatory requirements. S6 	<p>Evaluates the puppet rig they developed and considers how these could have been improved or justifies their use as is. K7 S4</p> <p>Evaluates the impact of own work on subsequent stages of the pipeline and the importance of collaboration and interaction with other departments. K11 S7</p>

	<p>Describes how they develop and maintain effective communication and positive, professional, trusting and ethical working relationships with their team and internal, external and connected stakeholders. K10 B6</p> <p>Describes and evaluates the effectiveness of the research methods, techniques and tools they have used for VFX and to keep-up-to date with the new tools, software, data and other related technology. Explains how they have balanced client expectations against the available time, budget and considered the constraints of a production environment. K12 S8 B5</p> <p>Explains how assets created by self or others are reviewed and refined within their organisation, giving examples of how they have sought and received feedback on their own work and offered constructive suggestions to others and the impact this has had. K16 S12 S13 B2b</p> <p>Describes a VFX technical problem that they took the initiative in solving, applying creative, innovative, and logical thinking, explaining how the solution was shared and its contribution to continuous improvement. S15 B2a B3</p> <p>Explains when and why they needed to escalate a VFX problem and how they acted on the advice to achieve the required outcome S16 B2c</p> <p>Explains how they have applied render settings across multiple assets to meet production requirements, identifying and fixing or escalating errors, and justifying the rendering techniques and tools they used in optimising assets and to saving and duplicating render settings across multiple files/assets. K14 K15 S10 S11</p>	<p>Explains when they have identified the potential for assets to be used across other areas of the business and communicated this potential to colleagues. S12 S13</p> <p>Explains when they have proactively identified potential problems and have taken appropriate action prior to them arising. S15 B3</p> <p>Explains when they have provided potential solutions and/ or approaches when escalating VFX problems or render errors. S10 S16</p>
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Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall.

Apprentices must gain a pass in one method plus a pass or higher in other methods to gain a pass. Apprenticeship must gain a distinction in both assessment methods to gain a distinction.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 Project and presentation with supplementary questioning	Assessment method 2 Professional Discussion underpinned by portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 4 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard

	<ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements

	<p>of the independent assessor as detailed in the IQA section of this EPA plan</p> <ul style="list-style-type: none"> • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas:
- Independent Assessors must be competent in the occupation they are assessing.
- Assessors must have achieved an occupationally relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed.
- have recent relevant experience of the occupation/ sector gained in the last two years or significant experience of the occupation/ sector.
- they must be a technical specialist in 3D VFX creation having previously undertaken this work in a roles such as a VFX Artist or Technical Director
- maintain (and produce on request) an up-to-date and accurate record of their CPD activities which should equate to at least 5 days CPD in the last year
- demonstrate that their CPD activities are of learning activities relevant to current or future practice
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- the presentation and professional discussion can be carried out on the same day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: VFX Project with presentation and supplementary questioning

Knowledge
K2 How to identify production requirements from a brief
K3 The different software and techniques that could be used; the implications of their use, how to customise these and how they can be used to solve problems
K4 How to obtain reference materials and previously created assets
K5 How to plan your approach to the work; techniques, optimisation and schedule
K9 The value of VFX content and confidentiality to the business and its customers, why it is important to maintain data security, and the legal and regulatory requirements which apply to VFX assets such as copyright and intellectual property rights
K18 The types of data and information you might receive from an on-set environment
K20 The process of following image features across a series of frames in order to record the position of an object in the source footage
K21 How the camera moves, the impact on the tracking process and how to select the most appropriate method to produce an accurate track
K22 The technical process of tracking and how you can improve the accuracy and efficiency of tracking the shot
K23 Lens distortion, parallax and overscan
K24 The principles of computer systems, IP networks and shared storage systems as applied in VFX
K25 How assets are managed throughout the workflow including: production storage, shared storage, nearline storage and archive, whether on premises or in the cloud
Skills
S1 Identify the information required, and gather the appropriate research and reference materials to carry out your work to expected creative, narrative and technical standards on each production
S2 Select the appropriate software and technique to meet the required standards and brief, taking into account the needs of other departments in the production pipeline
S3 Analyse and determine the most appropriate approach to carry out the work
S5 Store and organise assets in order to enable their use throughout the rest of the pipeline
S9 Present findings and conclusions to meet the needs of the audience
S17 Analyse, interpret and use on-set data and information
S18 Create accurate point tracks and planar tracks in line with production requirements
S19 Interpret and correct lens distortion, parallax and overscan

S20 Model and manipulate geometry for scene reconstruction
S22 Ensure data integrity when moving assets between storage systems
S23 Deliver content in the correct format as required by the employer and clients

Assessment method 2: Professional discussion underpinned by portfolio

Knowledge
K1 The principles of 3D space, including projections and UV texturing
K6 The requirements and expectations of the workflow, and of other team members who will use the assets you create
K7 How to use software to create: a model, a texture map, puppet rig and a blocked animation
K8 The importance of naming conventions, file formats and version control and the impact of not doing this correctly
K10 How good, timely communication can contribute to productive working relationships with clients and customers
K11 The context within the production of: own role, the production pipeline and how own role interacts with this, the department they are working in, and the subsequent stages of the workflow process
K12 Research methods, techniques and tools that can be used and where to find credible sources of information and how to check their validity
K13 The VFX industry and the terminology, current tools and workflows used
K14 The rendering requirements for the production and how to optimise assets when using the appropriate rendering tools and techniques
K15 How to identify and select the different rendering techniques and tools to use, and how to save and duplicate render settings across multiple files
K16 Why it is important to evaluate progress and seek feedback on your work in VFX
K17 The production requirements, processes and workflow
K19 How to identify where your asset or shot fits within a sequence
Skills
S4 Select and use software to create: a model, a texture map, puppet rig and blocked animation to meet the requirements of the brief
S6 Operate within and adhere to agreed organisational policies, standards and procedures such as health & safety, confidentiality, security, asset storage and legal and regulatory requirements
S7 Manage own workload and operate both individually and as part of a wider VFX team, keeping colleagues, clients and/or other departments updated on progress and report any issues arising

S8 Use reliable information to keep-up-to date with the new tools, software, data and other related technology, and how they affect your work
S10 Identify render errors and fix/escalate them as appropriate
S11 Apply render settings across multiple assets
S12 Review assets created with the relevant people, offering suggestions to assist others with the production
S13 Respond positively to feedback about the assets created, making refinements as needed
S14 Work in line with agreed workflows, adapting to operational and creative changes as they occur
S15 Trouble shoot VFX problems, taking responsibility for the course of action followed and sharing solutions
S16 Escalate VFX problems to the appropriate person if it can't be solved, and act on the advice given to solve the problem
S21 Multitask on simultaneous projects, often for different clients, deciding how to prioritise the work to ensure that all tasks are completed on schedule
Behaviours
B1 Works with sustained concentration and with attention to detail; able to self-check work for quality control
B2a Works on own initiative, is proactive and inquisitive;
B2b Responds positively to feedback about assets created, making refinements as needed
B2c Recognises their own level of authority and when it is necessary to escalate issues
B3 Thinks creatively and logically to solve technical problems - contributes to a process continual improvement of workflow and technique. Uses initiative and innovation to problem solve, to provide creative solutions and opportunities for the production
B4 Is flexible and can work under pressure- managing and re-organising priorities and bringing multiple tasks to completion within deadlines, communicating progress as required
B5 Demonstrates judgement in assessing the use of emerging practice within the constraints of a production environment. Takes a pragmatic approach to balance client expectations against the available time and budget.
B6 Creates and maintains positive, professional, trusting and ethical working relationships with their team and the wider range of internal, external and connected stakeholders